COURSE: EDSP 416/616 (3 credits) Reading and Writing Instruction in Special Education I

SEMESTER: Spring, 2004

INSTRUCTORS: Steve Graham, College of Education (301-405-6493) sg23@umail.umd.edu
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DATES: January - 28
       February - 4, 11, 18, 25
       March - 3, 10, 17, 31
       April - 7, 14, 21, 28,
       May - 5, Final

TIME: Wednesday 1:15 to 4:00

CONFERENCES: Students may make conference appointments by calling the instructor’s office or visiting this office during regularly scheduled conference hours.

Introductory Comments: This course is generally taken by undergraduate and graduate students in special education. The course is oriented to teaching reading and writing to children with special needs. Content covered includes assessment and teaching of component reading and writing skills, including the development of lesson plans. Furthermore, the course content covers technology for teaching reading and writing as well as Maryland State Department of Education Priorities that relate to the teaching of reading and writing. Procedures covered in this course are applicable in inclusive as well as more restrictive settings, and address the needs of students from a broad array of cultural, linguistic, and economic backgrounds. It should be noted that this course is taken in conjunction with a field placement, where students apply procedures and strategies learned in class.

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Expected Outcomes

Participants will demonstrate knowledge of:

1. The reading and writing characteristics of children with special needs.

2. Components of reading and writing.

3. Standard benchmarks for component skills of reading and writing development for emergent, developing, and fluent reading.

4. The role of assessments in diagnosing difficulties, designing literacy instruction, monitoring progress, adjusting instruction, assessing achievement, and evaluating program effectiveness for children with special needs.

5. Selecting, administering, scoring, and reporting assessments techniques, processes, and instruments for various aspects of literacy with students with special needs, including concepts of print, phonemic awareness, letter recognition, symbol/sound knowledge, word recognition, spelling, writing, reading fluency, and reading comprehension.

6. How to use information from assessments of literacy to recognize patterns of student performance (i.e., strengths and weaknesses); choose instructional methods, strategies, and materials; develop literacy lessons; and evaluate instructional effectiveness over time.

7. Strategies for teaching phonological awareness and concepts of print to students with special needs.

8. Strategies for teaching and refining the alphabetic principle with students with special needs, including an awareness of the difficulties of applying phonics instruction for students whose mastery of English sounds is limited.

9. Strategies for teaching a variety of word identification skills (i.e., sight words, context cues, and structural analysis) to children with special needs, including the use of analytic and synthetic approaches to learning; the use of spelling patterns as an aid to learning (e.g., the Benchmark Word Identification Program); and the use of reading books (e.g., decodable pattern books), word walls, and computer-generated reading programs to support word identification development.

10. Strategies for increasing the reading fluency of children with special needs.

11. The relationship between comprehension and prior knowledge and experience as well as the characteristics of text that affect student comprehension of text.

12. Methods for teaching comprehension to children with special needs, including the use of

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questions to elicit a variety of text related responses; the activation of reading strategies that can enhance comprehension; the analysis of text features (e.g., key words, chapter headings, and so forth) and the information presented in text as an aid comprehension; the application of thinking skills strategies to the understanding, interpretation, and evaluation of text; and the teaching of vocabulary.

13. Methods for teaching handwriting and spelling to students with special needs.

14. The use of technology to enhance the reading and writing of children with special needs.

15. Procedures for meeting MSDE Priorities as they relate to reading in terms of the following priorities: Accommodations, Modifications, and Adaptations; Performance Based Education; Data Based Decision Making; Promising Practices for Inclusion.

16. Designing effective lesson plans for teaching component reading and writing skills to children with special needs.

Course Structure

The course combines lectures with discussions, required readings, large and small group discussions, cooperative learning activities, simulated experiences, instructor modeling and student practice of specific techniques, and audio-visual aids including computer soft-ware programs for reading and writing.

Requirements

All written assignments are to be typed and double spaced. Assignments should follow the recommendations presented in the Publications Manual of the America Psychological Association. Points may be added or subtracted depending upon ease of readability. Finally, late assignments are accepted only at the discretion of the instructor and may, when accepted, be lowered by one grade level. If a student fails to complete a pass-fail assignment or submits an unacceptable product, 5 points are deducted from the student's final grade.

1. Readings and Class Discussion - It is expected that students will read required readings for each class prior to the lecture and will participate in discussions and activities. Required readings are assigned from the required text (see page 1) and various articles (see section entitled Additional Readings). The Additional Readings are purchased from Bel-Jean's as are the required course handouts.

2. Tests. One test and a final are given. Tests cover material from readings, handouts, and class activities. In addition, pop-quizes assessing knowledge of assigned readings will be administered. A test on the phonics book will also be administered.

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3. Critically analyze and summarize an article on reading or writing instruction presented in a professional journal devoted to reading. Appropriate journals include: Reading Teacher, Journal of Reading, Language Arts, Reading Research Quarterly, Reading and Writing Quarterly, and Journal of Literacy. For each summary, develop a one page type-written summary which includes a critique.

4. Develop a paper 5 pages long (this does not include cover page and references) that examines an instructional procedure or an area of reading or writing. The paper must draw upon at least 6 references.

5. Field-based Activities: There are two assignments that are tied to field based activities. These involve developing, teaching, and evaluating a literacy lesson. Each lesson must be designed to teach a literacy skill or strategy. For both lessons, a complete lesson plan must be developed in advance and approved by the instructor and the teacher in your practicum. The lesson plan must follow the University of Maryland format. Once the lesson is completed, students are required to write a summary, including a description of the procedures implemented, modifications made to the lesson plan, difficulties encountered, how these difficulties were addressed, and an evaluation of the lesson (including any changes the student would make if the lesson was implemented again).

6. Students must complete 3 reviews of instructional programs available at the help desk in the basement of the building. A list of materials will be provided later. It is strongly recommended that you not wait until the end of the class to complete these assignments, as only one copy of each material is available, and they can only be checked out for a short period of time.

7. Pass-Fail Assignments - Each student must purchase handouts from Bel Jean's. Two, students must complete the phonics workbook by Hull. There will be a test on this material that counts for 10% of your grade.

8. Graduate students must write a 10-12 page scholarly paper on teaching a component reading or writing skill to students with special needs. Topics must be approved in advance.

If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible.

The University has approved a code of academic integrity available on the web at www.inform.umd.edu. The code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit for two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures.
Attendance:

Because of the amount of information covered in this course, regular attendance is essential. If classes are missed, the student should arrange to obtain copies of handouts and notes from fellow students.

Evaluation:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Test 1</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td>Test on Phonics Book</td>
<td>10%</td>
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<tr>
<td>Pop-Quizzes (book &amp; additional readings)</td>
<td>6%</td>
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<td>Journal Article Summary</td>
<td>3%</td>
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<td>Paper</td>
<td>10%</td>
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<td>Lesson Plan 1 (To be implemented)</td>
<td>7%</td>
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<td>Summary and Evaluation of Lesson 1</td>
<td>3%</td>
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<td>Lesson Plan 2 (To be implemented)</td>
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<tr>
<td>Summary and Evaluation of Lesson 1</td>
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<tr>
<td>Reviews of Instructional Programs</td>
<td>7%</td>
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<td>Participation</td>
<td>4%</td>
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<td>Pass-Fail assignments ( -5% if not completed properly for each) -</td>
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<td>Handouts</td>
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<td>Phonics workbook</td>
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<td>Paper: Graduate Students: 15% of grade</td>
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Grading Scale

100 98 = A+; 97 -93 = A; 92-90 = A-
89-88 = B+; 87-83= B; 82-80 = B-
79-78 = C+; 77-73= C; 72-70 = C-
69-68 = D+; 67-63= D; 62-60 = D-
Below 60 = F
** Test on Phonics Workbook to be scheduled; Pop-Quizzes can occur at any time over material that was assigned for reading.

1-28 Introduction to Course and Assignments.
What is Reading.
Components of the Reading Process.
Benchmarks for Emergent, Developing, & Fluent Reading.

2-4 Benchmarks - Continued
Reading Difficulties of Students with Special Needs
Designing Lesson Plans
**Due: Purchase of Handouts & Readings from Bel Jeans
Readings: Chapter 1 and 2

2-11 Phonological Awareness: Assessment and Teaching
Readings: Chapter 3 and 7, Additional Reading # 2
**Due: Journal Article Summary

2-18 Phonological Awareness: Teaching Continued.
Phonics & Word Attack - Scope & Sequence.
Readings: Chapter 4 and 8
Lesson Plan 1 (implemented lesson plan)

2-25 Phonics & Word Attack - Assessment
Phonics & Word Attack - Teaching Methods (analytic versus synthetic).
Readings: Chapter 9, Additional Reading # 1
Test Phonics Workbook

3-3 Phonics & Word Attack - Teaching Methods Continued (Gillingham, etc.)
Difficulties of Teaching Phonics to Students with Limited English.
Readings: Chapter 14
**Due: Phonics Workbook; Write up of Lesson Plan 1

3-10 MIDTERM

3-17 Teaching Reading Fluency - Assessment and Instruction.
Readings: Chapter 6

3-31 Teaching Word Recognition Skills- Assessment and Instruction.
Teaching Word Recognition (Benchmark Program).
Readings: Additional Reading # 3
**Due: Lesson Plan 2 (implemented lesson plan)
Teaching Comprehension Skills - Scope & Sequence, Relation to other Skills and Cognitive Abilities, & Assessment.
Methods for Teaching Reading Comprehension Skills (e.g., Reciprocal Teaching).
**Readings: Chapter 10 & 11**

Methods for Teaching Reading Comprehension Skills - Continued
Methods for Teaching Reading Comprehension Skills: Vocabulary Development.
**Readings: Chapter 12; Additional Reading # 6**

Computer Applications for Reading and Writing
**Readings: Chapter 5, Additional Reading # 4**
**Due: Summary of Lesson Plan 2 Implementation**

Teaching Spelling - Assessment & Instruction
**Readings: Chapter 13, Additional Reading # 5**
**Due: Research Paper**

Teaching Handwriting - Assessment and Instruction.
**Readings: Chapter 15**
**Due: Lesson Plans based on Data from Field Placement & Assessment I class**
**Due: Graduate Paper and All 3 Reviews of Instructional Programs**

**FINAL**
Additional Readings


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